

Competency 1: Adult Learning Instructors understand adult learning and development and respect the diversity of the students they teach.		
Benchmark	Level 1: Performance Indicators For Emerging and Developing Teachers	Level 2: Performance Indicators for Proficient Teachers
1.1: Instructors are aware of the diverse backgrounds, skills, and cultures of adult learners, and avoid bias and generalizations.	1.1.1a: Use activities and/or diagnostic tools to gain knowledge of student backgrounds and experiences	1.1.1b: Design activities and to gain knowledge of student backgrounds and experiences
	1.1.2a: Review student registration information to build knowledge of student background and skills	1.1.2b: Modify lessons or instructional activities to include subjects or materials that relate to student background and skills, and experiences
	1.1.3a: Review student TABE scores to identify a student's academic skills	1.1.3b: Design lessons that provide differentiation options based on student TABE scores
	1.1.4a: Verbally acknowledge student backgrounds and experiences and incorporate these experiences into instruction	1.1.4b: Provide options for students to select activities that best incorporate their own backgrounds and experiences
	1.1.5a: Identify and address bias in the classroom including bias found in materials, bias used by students, and bias based on personal beliefs	1.1.5b: Modify materials, lessons and activities to ensure bias is proactively identified and potential teachable moments are captured
1.2: Instructors understand and accommodate for multiple learning styles and incorporate learning acquisition principles into instruction.	1.2.1a: Select or implement lesson plans and classroom management strategies directed towards adult learners	1.2.1b: Design or adjust lesson plans and classroom management strategies that support adult learners and encourage their growth and development
	1.2.2a: Administer learning style inventories and/or diagnostic assessments to ascertain individual learning styles	1.2.2b: Use learning style inventories and/or diagnostic assessments results to modify or design lessons and activities that support individual learning styles
	1.2.3a: Deliver instruction in multiple formats, tailoring strategies to meet the individual needs of students	1.2.3b: Make on the spot modifications in instructional delivery to meet the individual needs of students
	1.2.4a: Identify students who need additional support or resources and seek appropriate assistance to optimize that student's learning experience	1.2.4b: Adjust instructional strategies for students needing additional support or resources; follow up with students referred to supportive resources
	1.2.5a: Incorporate principles of learning acquisition (recency, frequency, elaborative processing, etc.) into daily instruction	1.2.5b: Design lessons that optimize learning by incorporating principles of learning acquisition
1.3: Instructors assist students with identifying	1.3.1a: Review student registration information to identify potential or existing barriers	1.3.1b: Conduct informational interviews with students to ascertain potential or existing barriers

and resolving barriers, and refer students to supportive services as needed.	1.3.2a: Record student goals and next steps in individual student learning plans	1.3.2b: Revisit individual student learning plans to ascertain student progress in achieving goals and overcoming barriers; make revisions where appropriate
	1.3.3a: Refer students to appropriate resources and supportive services as needed	1.3.3b: Follow up on resource and supportive service referrals, ensuring students are receiving support and making progress in overcoming identified barriers
	1.3.4a: Identify, research, and observe empowerment methods that coach students in overcoming barriers	1.3.4b: Use empowerment methods to coach students in overcoming barriers
1.4: Instructors provide a safe and consistent instructional environment that fosters a classroom culture of respect and collaboration.	1.4.1a: Provide an environment that encourages participation and interaction	1.4.1b: Design lessons that solicit student feedback, encourage questioning, and promote collaboration and discussion
	1.4.2a: Discuss classroom norms and expectations with students	1.4.2b: Collaborate with students to formalize classroom norms and expectations
	1.4.3a: Encourage students to support each other during the learning process	1.4.3b: Use strategies that encourage students to support each other through peer evaluation and teamwork
	1.4.4a: Use a variety of strategies that encourage student collaboration	1.4.4b: Use grouping strategies that provide opportunities for independent, paired, small group, and whole class learning
	1.4.5a: Model behaviors that support an environment that celebrates growth and successes	1.4.5b: Explicitly teach behaviors that foster a culture of respect and collaboration
1.5: Instructors motivate adult learners with challenging and relevant instruction and provide prompt, effective feedback.	1.5.1a: Provide students with a self-monitoring tool to track their own academic progress	1.5.1b: Motivate and challenge students by using self-monitoring tools to inform conversations about academic progress
	1.5.2a: Modify lessons to ensure relevance of content to students' goals, experiences, and interests	1.5.2b: Provide students with opportunities to select activities, content and materials relevant to their goals, experiences, and interests
	1.5.3a: Modify lessons and materials to ensure students are appropriately challenged	1.5.3b Design and modify lessons to address multiple levels of Webb's Depth of Knowledge
	1.5.4a: Provide immediate and frequent feedback to students	1.5.4b: Use assessments to inform development of learning objectives
1.6: Instructors support and encourage students in becoming self-	1.6.1a: Assist students with identifying long and short-term goals	1.6.1b: Assist students with creating a plan to achieve long term career and academic goals beyond AE
	1.6.2a: Monitor and update student learning plans with each student to	1.6.2b: Encourage students to interpret

directed learners, going beyond the students' perception of their own limitations.	support the development of student self-direction	their progress and revise their goals when updating student learning plans
	1.6.3a: Use activities and encourage behaviors that reinforce self-direction in students	1.6.3b: Design or modify activities that reinforce self-direction in students
	1.6.4a: Use successes to encourage students to realize their full potential	1.6.4b: Employ strengths-based strategies to help students overcome perceptions of their own limitations

Competency 2: Content

Instructors demonstrate command of the content areas and associated standards for which they have instructional responsibility.

Benchmark	Level 1: Performance Indicators For Emerging and Developing Teachers	Level 2: Performance Indicators for Proficient Teachers
2.1: Using reflective practice, instructors develop and maintain a knowledge base in content areas applicable to their teaching.	2.1.1a: Access and understand content standards applicable to your teaching	2.1.1b: Integrate applicable content standards into instructional planning, making modifications where necessary
	2.1.2a: Use reflective practice to identify gaps in content knowledge	2.1.2b: Identify cross curricular concepts that support content knowledge
	2.1.3a: Develop content knowledge to address identified gaps	2.1.3b: Develop cross curricular content knowledge to enhance and support existing knowledge base
	2.1.4a: Maintain and update content knowledge through self-direction and professional development activities	2.1.4b: Synthesize and evaluate the relevancy and applicability of information learned and share acquired content knowledge with colleagues
2.2: Instructors develop and maintain knowledge of and skill in current and available technology.	2.2.1a: Use individual professional development plan to identify gaps in technology knowledge/skill	2.2.1b: Address identified gaps in technology knowledge/skill through professional development and self-directed activities
	2.2.2a: Create a list of technology available to you and your students	2.2.2b: Integrate available technology into classroom instruction and distance learning where appropriate
	2.2.3a: Find, use, and share with students additional technology-based software tools and applications that support student learning	2.2.3b: Incorporate appropriate technology-based software tools and applications into lesson plans to enhance student learning
2.3: Instructors demonstrate a deep understanding of content by identifying areas of instructional	2.3.1a: Work with a mentor to identify core content knowledge for instructional focus	2.3.1b: Utilize deep understanding of content knowledge to narrow instructional focus and identify core content areas
	2.3.2a: Work with a mentor to identify and follow appropriate scaffolding of content	2.3.2b: Demonstrate deep understanding of content knowledge by appropriately scaffolding students into and out of specific lessons

focus, scaffolding and sequencing standards-based curriculum.	2.3.3a: Work with a mentor to identify and follow appropriate sequencing of content	2.3.3b: Demonstrate deep understanding of content by effectively sequencing content for optimal instruction
2.4: Instructors prepare students for transitions by blending content, real life application and college and career ready skills.	2.4.1a: Explicitly teach college and career ready skills	2.4.1b: Design and modify existing curriculum to incorporate college and career ready skills
	2.4.2a: Work with a mentor to identify areas for subject integration to enhance meaning of content	2.4.2b: Incorporate subject integration into existing lesson plans and activities to enhance concept attainment
	2.4.3a: Understand and communicate the purpose of various assessments in monitoring progress towards students' transitional goals	2.4.3b: Appropriately administer various assessments based on students' transition goals
	2.4.4a: Connect real world concepts to curriculum and instruction, highlighting student experiences and goals	2.4.4b: Design lessons and activities that connect real world concepts, highlighting student experiences and goals
	2.4.5a: Ensure students have taken career interests, skills, and values inventories	2.4.5b: Interpret and discuss with students their career inventory results
2.5: Instructors know how to find, evaluate, and integrate content-related research, resources and materials.	2.5.1a: Identify and obtain reliable content related resources and materials	2.5.1b: Compile a resource library of vetted content related resources and materials
	2.5.2a: Work with a mentor to evaluate the relevancy and quality of content-related research, resources, or materials	2.5.2b: Independently evaluate the relevance and quality of content-related research, resources or materials
	2.5.3a: Work with a mentor to effectively integrate content related research, resources or materials into classroom instruction	2.5.3b: Independently integrate relevant content-related research, resources or materials into existing lesson plans and curricula
2.6: Instructors use breadth and depth of content understanding to explain concepts clearly and achieve student understanding.	2.6.1a: Explain basic concepts and content in a clear and precise manner	2.6.1b: Explain complex concepts and content in a clear and precise manner
	2.6.2a: Adjust explanations of basic concepts and content to achieve student mastery	2.6.2b: Adjust explanations of complex concepts and content to achieve student mastery
	2.6.3a: Provide checks for understanding, such as questioning, throughout lessons.	2.6.3b: Use content driven formative assessments and increasingly complex questioning to check for student understanding

Competency 3: Instruction Instructors plan, implement, and evaluate effective instruction.		
Benchmark	Level 1: Performance Indicators For Emerging and Developing Teachers	Level 2: Performance Indicators for Proficient Teachers
3.1: Instructors use distance learning and/or hybrid instruction to increase participation in and access to adult education.	3.1.1a: Assign and provide feedback on homework	3.1.1b: Design homework projects that reinforce learning and deepen skill and knowledge acquisition outside of the AE classroom
	3.1.2.a: Use available distance learning technology	3.1.2b: Customize or create technology based distance learning content and assignments
	3.1.3a: Work with a mentor to identify and implement opportunities for hybrid instruction	3.1.3b: Individually identify and implement hybrid instruction to support and enhance student participation and engagement
3.2: Instructors support student development of current technology skills.	3.2.1a: Assess students current technological skill level	3.2.1b: Include development of appropriate technology skills in student learning plans
	3.2.2a: Model and facilitate technology enhanced experiences that support learning objectives	3.2.2b: Provide structured opportunities for students to engage in technology enhanced learning
	3.2.3a: Encourage technology persistence with students	3.2.3b: Support technology persistence with students by providing resources, supplemental instruction, or additional opportunities to develop technology skills
3.3: Instructors integrate available technology to support and enhance content and instruction.	3.3.1a: Integrate interactive technology to reinforce instructional delivery	3.3.1b: Design technology based activities to engage students and enhance instruction
	3.3.2a: Integrate appropriate technology to highlight key learning concepts	3.3.2b: Strategically incorporate technology that enhances conceptual understanding and deepens student learning
3.4: Instructors design and implement standards-based lesson plans that reflect student goals and needs.	3.4.1a: Work with a mentor to evaluate and select standards-based lesson plans that meet student skill levels, goals, and needs	3.4.1b: Evaluate lesson plans for standards alignment and classroom applicability
	3.4.2a: Use standards- based lesson plans to guide instructional practices	3.4.2b: Modify standards- based lesson plans
	3.4.3a: With a mentor to modify lesson plans to meet student skill levels, goals, and needs	3.4.3b: Modify lesson plans to meet students skill levels, goals, and needs

	3.4.4a: Use lesson plan learning objectives to guide instructional practices	3.4.4b: Modify or extend lesson plan learning objectives to increase critical thinking and problem solving skills
	3.4.5a: Identify prerequisite skills and knowledge required for specific lesson plans	3.4.5b: Modify activities or assignments that address prerequisite skills and knowledge required for specific lesson plans
3.5: Instructors plan for and use strategies and pacing which best support content and are appropriate for adult learners.	3.5.1a: Use differentiated instruction options to support content and multiple student learning levels and styles	3.5.1b: Design differentiated instruction options that support content and multiple student learning levels and styles
	3.5.2a: Consider appropriate pace for instruction-based on concept complexity and student learning needs	3.5.2b: Adjust the pace of instruction to ensure students are able to comprehend information while still being challenged
	3.5.3a: Use formative assessments to gauge student comprehension	3.5.3b: Use formative assessment results to strategically adjust instructional strategies and pacing
	3.5.4a: Use various grouping strategies to support content mastery and student achievement	3.5.4b: Adjust grouping strategies to improve content mastery and achievement
	3.5.5a: Work with a mentor to identify alternative activities to scaffold students into and out of lessons	3.5.5b: Design and implement alternative activities to scaffold students into and out of lessons
3.6: Instructors regularly evaluate data from a variety of sources to inform, evaluate, and modify instruction.	3.6.1a: Regularly access student performance and engagement data from InTERS	3.6.1b: Utilize student performance data from InTERS to make informed decisions when modifying instruction
	3.6.2a: Work with a mentor to analyze assessment data and make instructional adjustments	3.6.2b: Use diagnostic, formative and summative assessments to make informed, data-driven modifications to instruction
	3.6.3a: Reflect on in-class observations of student understanding and engagement and identify instructional adjustments	3.6.3b: Observe student understanding and engagement during instruction and make in class adjustments to pacing, content, and grouping
	3.6.4a: Gather and review student feedback	3.6.4b: Use student feedback to make instructional adjustments and improve effectiveness
3.7: Instructors develop measurable standards-based objectives to design instruction that results in	3.7.1a: Work with a mentor to identify relevant and measurable standards-based objectives	3.7.1b: Construct relevant and measurable standards-based objectives
	3.7.2a: Communicate objectives to students	3.7.2b: Articulate value and purpose of objectives to students to increase engagement
	3.7.3a: Work with a mentor to develop formal or informal assessments that determine achievement of objectives	3.7.3b: Use results of formal or informal assessments to revise learning objectives

student mastery.	3.7.4a: Align objectives to levels of cognitive demand	3.7.4b: Extend objectives to address higher levels of cognitive demand and promote the development of critical thinking skills
3.8: Instructors design increasingly complex questions and use questioning techniques to check for understanding, promote higher order thinking skills, and encourage persistence.	3.8.1a: Plan questions that assess student understanding	3.8.1b: Construct questions that assess and extend/deepen student understanding at multiple levels of cognitive demand
	3.8.2a: Identify questions to reinforce objectives at appropriate levels of cognitive demand	3.8.2b: Construct questions to that deepen students' understanding of objectives at appropriate levels of cognitive demand
	3.8.3a: Use varied question types and strategies that engage learners in concept attainment	3.8.3b: Strategically plan varied question types and strategies to stimulate higher order thinking

Competency 4: Professional Development and Growth

Instructors regularly pursue opportunities for professional development and growth, and actively participate in the AE community.

Benchmark	Level 1: Performance Indicators For Emerging and Developing Teachers	Level 2: Performance Indicators for Proficient Teachers
4.1: Instructors complete required professional development offerings	4.1.1a: Complete DWD IN AE Teacher Training 101 including online modules	4.1.1b: Attend at least one DWD sponsored professional development offering every program year
	4.1.2a: Complete local program orientation requirements	4.1.2b: Attend all professional development activities required by the local program or region
	4.1.3a: Complete InTERS Teacher Website training	4.1.3b: Complete additional InTERS related training offerings (101, 102, Reports training)
	4.1.4a: Complete at least one NRS approved assessment instrument training	4.1.4b: Complete training on other (non-NRS required) assessments (i.e. ICE, Accuplacer, Compass, WIN, WorkKeys, etc.)
4.2: Instructors identify professional development needs, create and implement a plan, and	4.2.1a: Complete Teacher Competencies Self-Reflection Tool	4.2.1b: Revisit and update Teacher Competencies Self-Reflection Tool at least twice a year
	4.2.2a: Work with a mentor to identify areas for growth and development	4.2.2b: Using the Self-Reflection Tool, identify areas for growth and choose appropriate professional development

evaluate effectiveness.	4.2.3a: Complete a personal professional development plan	4.2.3b: Revise personal professional development plan based on identified areas for growth and development
	4.2.4a: Create and maintain professional development portfolio	4.2.4b: Build upon and extend professional development portfolio
	4.2.5a: Use reflective practice to evaluate the effectiveness of professional development	4.2.5b: Evaluate the effectiveness of professional development based on classroom implementation and observation
4.3: Instructors engage in continuous and purposeful professional development that supports student achievement.	4.3.1a: Complete professional development that supports student achievement	4.3.1b: Implement classroom strategies learned through PD to better support student achievement
	4.3.2a: Work with a mentor to anticipate how professional development choices will impact student learning	4.3.2b: Make strategic professional development choices based on intended impact on student learning
	4.3.3a: Work with a mentor to identify data points that help examine impact of professional development choices on student performance	4.3.3b: Monitor student work and achievement data to evaluate the effectiveness of aligned Professional Development choices
4.4: Instructors reflect upon and apply knowledge and skills acquired during professional development opportunities.	4.4.1a: With a mentor, reflect to compare current practices to new methods, techniques, and strategies acquired in PD	4.4.1b: Independently reflect to compare current practice to new methods, techniques, and strategies acquired in PD
	4.4.2a: Discuss with colleagues, mentor, or administrator knowledge and skills learned during PD	4.4.2b: Formally collaborate with colleagues to implement knowledge and skills learned during PD
	4.4.3a: Work with a mentor to develop action steps for implementation of methods, knowledge, activities, or skills learned during PD	4.4.3b: Develop action steps for implementation of methods, knowledge, activities, or skills learned during PD
	4.4.4a: Work with a mentor to modify lesson plans and materials to reflect knowledge and skills acquired during PD	4.4.4b: Modify lesson plans and materials to reflect knowledge and skills acquired during PD
	4.4.5a: Invite peers, mentors or administrators to observe implementation of new techniques or strategies	4.4.5b: Actively participate in peer observations when incorporating new techniques and strategies
4.5: Instructors actively pursue	4.5.1a: Participate in activities and networking events during local and	4.5.1b: Build and maintain professional connections initiated during

opportunities to collaborate with peers, program leadership, and other communities relevant to adult education.	state professional development; share work contact information with others	Professional Development activities and events to strengthen professional network and learning communities
	4.5.2a: Obtain membership in an AE or related professional organizations	4.5.2b: Participate regularly in events sponsored by AE or related professional organizations
	4.5.3a: Join a community of practice or other forum that share adult education resources and best practices	4.5.3b: Communicate and share resources with colleagues via a community of practice or other forum
	4.5.4a: Observe a proficient teacher instructing a standards-based lesson	4.5.4b: Participate regularly in a peer evaluation system that supports collaboration, growth, and development
	4.5.5a: Co-create a lesson or materials with a mentor or other proficient teacher	4.5.5b: Co-create a strand of curriculum or sequence of lessons with colleague(s)

Competency 5: Program Goals and Responsibilities

Instructors understand and support local and state program goals and responsibilities.

Benchmark	Level 1: Performance Indicators For Emerging and Developing Teachers	Level 2: Performance Indicators for Proficient Teachers
5.1: Instructors understand and follow local, state, and federal policies and procedures.	5.1.1a: Locate, read, and store the following IN Adult Education Policies: <ul style="list-style-type: none"> • Program Standards Policy • Staff Qualifications and Development Policy • Adult Education Distance Learning Policy • Education Data Collection and Reporting Policy • Assessment Policy for Adult Education • WorkINdiana Policy 	5.1.1b: Know, be able to explain, and follow IN Adult Education Policies from 5.1.1.a
	5.1.2a: Locate, read, and store applicable program policies and procedures	5.1.2b: Implement rules and procedures outlined in applicable program policies
	5.1.3a: Locate, read, and store WorkINdiana guidance documents and promotional materials; make available to students information regarding local WorkINdiana program opportunities	5.1.3b: Strategically incorporate WorkINdiana guidance documents and promotional materials into instruction and student goal setting
	5.1.4a: Locate, read and store local referral policies and procedures; make	5.1.4b: Follow local referral policies and procedures; strategically share

	information available to students regarding external supportive services	information regarding external supportive services with students
5.2: Instructors maintain and report accurate data, and use data to guide decisions for classroom and program improvement	5.2.1a: Accurately enter student data into InTERS in a timely manner	5.2.1b: Locate and correct data entry errors in InTERS
	5.2.2a: Access student intake, attendance and testing data in InTERS and work with a mentor to discuss implications	5.2.2b: Utilize student intake, attendance and testing data from InTERS to guide decisions for classroom and program improvement
	5.2.3a: Access data from other sources (ICE, Diagnostic Assessments, etc.) and work with a mentor to discuss implications	5.2.3b: Utilize data from other sources (ICE, Diagnostic Assessments, etc.) to guide decisions for classroom program improvement
5.3: Instructors follow ethical procedures for administering assessment instruments and maintain confidentiality	5.3.1a: Locate, read, and store testing procedures and policies	5.3.1b: Follow testing procedures and policies to create optimal testing environments
	5.3.2a: Follow test administration instructions	5.3.2b: Recognize when accommodations are appropriate/required and follow test administration instructions for accommodations
	5.3.3a: Follow guidelines to maintain test security and confidentiality	5.3.3b: Take steps to prevent potential test confidentiality and security breaches
5.4: Instructors understand state and program priorities	5.4.1a: Locate, read and store state and program mission and vision statements	5.4.1b: Align professional practices to state and program mission and vision statements
	5.4.2a: Share state and program mission and vision statements with students	5.4.2b: Create a classroom culture that supports and explains state and program vision and vision with students
	5.4.3a: Work with a mentor to identify how classroom practices and instruction support state and program goals	5.4.3b: Make adjustments to classroom practices and instruction to better support state and program goals
5.5: Instructors accept personal responsibility for job performance.	5.5.1a: Meet job attendance requirements	5.5.1b: Create a plan for and communicate scheduling changes to supervisor, colleagues and students, ensuring sufficient and advanced notification
	5.5.2a: Comply with written job descriptions or other standards/directives	5.5.2b: Practice self-reflection to continuously evaluate job performance and seek out feedback on job

		performance following reviews/evaluations
	5.5.3a: Utilize organizational tools to manage time and work responsibilities	5.5.3b: Make adjustments to time management and organizational practices to maximize job performance
5.6: Instructors demonstrate a positive working relationship with administration, colleagues, and community partners.	5.6.1a: Work with a mentor to evaluate and incorporate feedback from administrators, colleagues, and students	5.6.1b: Provide constructive feedback to administrators, colleagues, and community partners
	5.6.2a: Attend local staff meetings	5.6.2b: Contribute to local staff meeting (ideas, feedback, etc.)
	5.6.3a: Visit and/or network with a local WorkOne, literacy partner, postsecondary institution, or other community agency to gain familiarity and seek opportunities for collaboration	5.6.3b: Strategically collaborate with partner organizations to increase student access to services that address their needs and goals